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ABSTRACT

This guide consists of 156 language games and class activities. It is a compilation of the activities used in a first-year German course at the University of Texas at Austin. Each activity is described by level of student experience and within one of three overall categories: materials used (objects, props, cards, pictures, stories), objectives (getting acquainted, sequence, time, alphabet/spelling, pronunciation, numbers), or techniques (commands, guessing, simulating, categorizing, associating). An introductory section discusses strategies and techniques for the use of games to stimulate student participation, and a brief annotated bibliography of related publications is appended. (MSE)

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ACTIVITIES AND GAMES FOR FOREIGN-LANGUAGE LEARNING

Margaret Woodruff, 1978

These materials are the current draft of a compilation, now being prepared, of activities and games used in the first year of German at the University of Texas at Austin. Attached is an annotated bibliography of books and articles on activities and games for the foreign-language classroom and related subjects. A number of games in the catalog were adapted from these books. Some game descriptions are followed by the author's name, but I have no note as to source for many of the games and have not yet found time to check the source; moreover, many games were developed at the University of Texas at Austin in 1975-1976 for its experimental first-year German program, under the direction of Dr. Janet King Swaffar, professor in the Department of Germanic Languages. Teaching assistants and faculty members teaching the 23 sections of the first-semester course thought up the games and shared them with their colleagues. This program is now (1977-1978) being extended and refined for high school and college with support from the National Endowment for the Humanities. The program incorporates results of research in various areas of language learning, particularly that of comprehension training. See for example James J. Asher, *Learning Another Language Through Actions: The Complete Teacher's Guidebook* (Los Gatos, California: Sky Oaks Productions, 1977).

Above some game descriptions are rough guesses as to the week in which an easy version of the game should first be introduced--based on the syllabus for first-semester German at UT-Austin in fall 1975. Many are simply labeled "second semester." Two major additions should appear in the final version of these materials: German vocabulary should be added; and games described under one section or category should be cross-referenced to others as appropriate.

These materials are being circulated in incomplete draft from in order to elicit corrections, additions, and comments.

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THE USE OF LANGUAGE GAMES TO ENCOURAGE STUDENT PARTICIPATION

Language production is essentially playful, involving creative variations of basic patterns. We demonstrate this characteristic of language production to our students by putting drill into the form of a carefully designed game that involves repetition but also playfulness. Here the term "game" is used loosely to include simulations and game-like learning activities. Even better, we can present understanding and speaking a foreign language as an interesting challenge rather like a game. Of course, games also help when students have trouble concentrating on the regular lesson. Playing almost any game in the foreign language is better than persisting with an activity to which students cannot pay attention. Games tend to improve group relationships and student involvement as well.

CRITERIA:

1. We should probably not use a game if it's not related either to the culture of the foreign country in question or to practicing the comprehension and use of the language in context. For example, a competition between teams of students to list as many German words beginning with a certain letter of the alphabet as possible is listed in several published books of language games. This is not related to German culture or to any meaningful aspect of the structure of the language. Such organizing by alphabet is too abstract and doesn't offer enough context to make the activity seen meaningful to the students. Moreover, it is primarily a recall test rather than a teaching game. Even tests can be learning activities rather than exercises in recall, if for example teachers write short anecdotes using the vocabulary of the assigned readings and ask students to identify or categorize aspects of the texts.

2. The games are to be played in the foreign language. We should probably avoid games with rules that are so complicated that much class time is taken up in introducing them, or even so complicated that they require lengthy explanations in English.

In 1975-76 ~~Last year~~ I collected the best games developed by teachers with whom I worked and the best games from the books in the accompanying bibliography. I wrote a brief description of each on an index card, which is convenient to have ready in the classroom in case a few minutes need to be filled or in case the students seem to need a change of pace. I found it helpful to organize the games into two basic categories: A. Games with rather specific objectives; B. Games with general objectives such as reviewing and teaching vocabulary or stimulating language production. Each category can be further divided into games requiring materials and games requiring no materials at all.

A. GAMES WITH SPECIFIC OBJECTIVES

1. *Sound discrimination and accurate production*

Example: "Listen: /i/ /e/; Listen to the difference. Again: pin, pen: same or different? Pen, pen: same or different?" (Repeat

until most students can hear whether sounds you say are same or different.) "Now listen and tell me whether the word you hear is #1 or #2: pin; pen; Ben; bin; fin; fen." (You have written the pairs on the board and labeled them #1 and #2.) "Now listen to the following sentences and write the missing word that you hear, #1 or #2." (You have written sentences on the board with blanks, one for each word, and put both parts of the minimal pair below in parentheses, labeled #1 and #2. Example: He writes with a _____. #1 pin, #2 pen) "Say the word." (Pointing to one of the words on the board.) "Write the word (pen)." (Saying it without pointing to it.) "Make a sentence using pen." If the teacher presents this in a playful spirit, students perceive this sort of categorizing as a game.

2. *Getting acquainted; practice in listening, concentrating, remembering*

Example: Each student in turn describes himself with 2-3 adjectives, perhaps chosen from a list on the board, or says where he likes to be: at home, at the lake, in a restaurant, etc. Can be done as response to questions: "Where do you like most to be?" "What kind of person are you?" Then teacher and later perhaps students try to repeat in a long list where each student likes most to be or how he sees himself.

3. *Relaxation*

Example: Teacher or student gives directions in the form of commands for simple calisthenics or yoga exercises, demonstrating each step before directing the group to perform it. These exercises help vary class routine but also help students relax from the stress or tension involved in trying to understand and speak a foreign language. Nonsensical combination commmands involving physical activity also help: "Run to the wastebasket and put your notebook in it, then sit down on the floor next to the wastebasket."

4. *Time*

Example: Teacher tells students, who are standing in a circle: "You're a clock; set your hands at 7:30." If students are already speaking, they can be told simply: "You're a clock; set your hands." They should then ask the students facing them "What time is it?" and let them know whether the answer is correct.

5. *Numbers*

Example: Class counts by 1's, saying the foreign language word for an animal sound such as "cockadoodledoo" whenever they come to a number with 7 or a multiple of 7. Anyone who says the number instead of the animal sound is "out." This also teaches students that animal sounds are often represented differently in different languages.

6. *Colors*

Example: A guessing game--"I see something you don't see, and it is red." (Students can then ask questions, or the speaker can give additional clues.)

7. *Alphabet/pronunciation*

Example: Send a few students to the board, give them instructicns for writing letters of the alphabet so that the letters form a word, but don't dictate them in order: "Write e, b left of e, 2 t's right of e; read the word (German 'Bett'); where do we find a bed, what do we do in a bed (etc.)?" Then write two more words with the same vowel sound (German 'wenn,' 'denn') on board and have students read them aloud. Then repeat game with a contrasting sound (German 'wen,' 'den,' 'Beet').

8. *Word order*

Example: make large flash cards, perhaps about 6" x 14", containing words or phrases for a few basic sentences. Have a group of students form the sentences that you say aloud by holding the cards up for the rest of the class to see. For German, practice verb-second position by putting a card with an adverb such as "today" first and having students move the subject; practice verb-last position by adding a subordinating conjunction and sending the verb to the end. If the cards are in the wrong order, direct students in the foreign language to move to the left of their neighbor, etc. Have students in the class read the new sentences aloud. Let them suggest new sentences, directing their fellow students into position. Seeing the words moved or moving them in response to new conditions helps students remember the rules.

9. ***Reminding the students how closely the foreign and American cultures are related, in the first week of the first semester.***

Example: Give students words in the foreign language that many Americans know, such as *hors d'oeuvres* or *Kindergarten* and have students match them with English definitions. OR give them a list of foreign language words that are cognates and have them guess the related English words.

10. *Syntactical variations and tense and person transformations*

Example: Throw a ball to a student and ask "What am I doing? What are you doing? What is he doing? Where is the ball? Who has it? What are you saying? (Student says 'I'm saying he's catching the ball.') With 'that'! (Student: 'I'm saying that he's catching the ball.') Tell him to throw the ball. What is she saying? (Student: 'She's telling him to throw the ball.') With a modal auxiliary! (Student: 'She's telling him he should throw the ball.') Throw me the ball; what did I do? What shall I do with the ball now? (invite absurd and humorous responses)" This is actually a drill, but genuine communication is taking place; also, the students pay attention and participate through action.

B. **GAMES WITH GENERAL OBJECTIVES** (to check comprehension of old vocabulary and recombine it; to teach new vocabulary; to increase retention of vocabulary by using it in novel and meaningful contexts; to build up students' confidence in their listening, speaking, reading, writing skills by showing that they can apply these skills in a situation of genuine communication)

1. *GAMES REQUIRING MATERIALS*

a. *Competitive games* (either commercial or made by teacher, students)

Examples:

1. Tic-tac-toe and Bingo with foreign words or numbers in the squares; definitions of the words are read by the caller

2. Card games such as "Old Maid," in which students try to aquire 4 cards in a set such as coffee-tea-milk-juice or father-mother-sister-brother and learn vocabulary by associating members of a category

3. Board games involving throwing dice and moving forward a certain number of squares, such as "Monopoly" (these can be modified to include many details of the foreign culture and moving toward the goal can be retarded or deemphasized--for example, in "Deutschlandreise", a geography game, the dice-throwing and drawing of names of cities for the trip itinerary can be eliminated and instead students can plan their own trips in detail, on each turn either moving to a new city or planning entertainment for the city in which they already are, with reference books such as train timetables, menus and travel guides at hand--making it into a culture game as well.)

b. *Teacher-made card games* (using index cards or cardboard)

Examples:

1. Word and phrase cards to line up in sentences

2. Pairs of synonyms or antonyms on separate cards, for students to match by finding another student with the other half of the pair (this can be used as a method of pairing students for other class activities)

c. *Games with pictures*

Examples:

1. Students match numbered pictures from a calendar laid out on a table or tacked on a bulletin board with a list of their titles. Or they invent titles and have other students guess what title they invented.

2. Students tell stories or retell them from picture cues.

d. *Games with objects and authentic foreign props*

Examples:

1. Simulations such as restaurant skits with props such as menus

2. With a simplified map of a typical foreign city, with streets and principal public buildings labeled, have students find the train station; ask them where they want to go in the city and direct them, having them trace the route with their fingers; ask what they will do there; give them directions and ask them where you have sent them; give them simple directions and have them draw a map; have them give you directions on the city map; have

them tell you with the aid of a sketch they draw on the board how to get from the school to their own homes. Have them plan a shopping trip in the foreign city, choosing the most efficient route.

3. Bring a doll house with doll furniture and give students directions to rearrange the furniture or place the furniture on the floor and ask the students in what room an individual piece belongs; or draw a simple house plan with some furniture (squares with labels) in each room and have students add and rearrange furniture by drawing on board and erasing.

2. *GAMES NOT REQUIRING MATERIALS*

a. Team competition in various learning tasks, such as categorizing nouns from a restaurant unit as *food, beverage,* or *dishes.* Points can be added up over a period of weeks if the competition is found to increase motivation.

b. *Storytelling*

Example: Students can retell or invent a story jointly, each student contributing one sentence.

c. Simulation of incidents likely to occur in the foreign country; acting out or pantomiming a story that has been read, with or without being given directions/commands by a teacher or student

d. Obeying commands given by teacher or student, preferably several commands combined into one sentence; games with commands, such as "Simon says," "Mother, may I?" or "Pass it on."

e. *Guessing games*

Examples:

1. Student or teacher describes a person, occupation, place or thing in the story being read, in the classroom, or in the world in general, actual or fictional. To make the readings more personally meaningful to the students, move from guessing about people, places, things in the story to guessing in similar ways about people, parts of the room, things in the classroom. Pause after each clue to give the class a chance to guess.

2. Student or teacher draws or pantomimes something and has class guess what it is or what he's doing.

3. Teacher collects objects from pockets or purses of students and holds them up one at a time, having class guess to whom they belong, if possible giving their reasons.

f. *Classifying, grouping, categorizing, listing*

Examples:

1. Teacher gives a series of commands or statements and asks the students "possible or impossible?", mixing the two types of commands or statements. Insert several novel or absurd commands or statements, since novel situations increase the memorability of the words.

2. Students make lists on the basis of the reading: what Herr Schmidt does vs. what he thinks or says; what old people do vs. what young people do; examples of environmental pollution vs. environmental protection; positive vs. negative aspects of Juan's character.
Variant: "I'm going on a trip to Paris. I'm packing a suitcase. I'm taking..." as a chain drill, with each student adding a plausible object and repeating the list of objects contributed so far by the group. This works with many areas of vocabulary: for example, "I'm a great inventor and I invented the..."

3. Students categorize foods from a list as fruit, vegetable, meat, starch; or as an appetizer, main dish, drink, dessert. They match articles of clothing from a list with parts of the body on which they are worn from a list.

4. Students categorize utterances as question, statement or command; as past, present or future tense; as indicative or subjunctive--in the same playful manner as the "possible or impossible" game described in B.2.f.1.

MATERIALS

OBJECTS

EXAMPLES OF OBJECTS TO USE:

--towels, toothpaste, toothbrushes, hairbrushes, combs, razor-blade boxes, matchboxes
--paper-plate clocks
--frisbees, balls
--play money, tickets, newspapers, menus
--food pictures on cards and plates or toy food such as plastic eggs
--food boxes, cans, packages (empty)
--plastic glasses, cups, silverware
--paper napkins, plates
--stuffed animals, colored building blocks, doll furniture, toy vehicles
--colored pencils or crayons of different sizes

1. FIRST WEEK--OBJECTS

Identifying game. Leader holds up an object and says "That is a _____, yes or no?" Later: "Is that a _____?" or "What is that?"

Variant: Leader does something with an object but says he is doing it with a different object or doing something different with the same object, asks class "Yes or no?" "True or false?"

Variant: Leader gives choice: pen or pencil?

Variant: Leader asks group to confirm answer.

(Janet K. Swaffar, Lee)

2. THIRD WEEK--OBJECTS

Teacher holds up objects and names each in turn, then covers them with a newspaper and asks class to recall and write down the names of as many as possible.

Variant: Student feels objects through newspaper while naming them.

(Wagner, Lee)

3. THIRD WEEK--OBJECTS

Scavenger hunt. Teacher hides or scatters various objects in the room and gives each student a dittoed list of them. Beginners check each object off as they see it; advanced beginners match locations on sheet with objects on sheet; intermediates write sentences describing locations. (Grobe)

Variant: Treasure hunt with clues leading to each other and finally

to treasure.

(Lee)

4. THIRD WEEK--OBJECTS

With toy cars and buses, tiny dolls and animals, doll furniture and perhaps a doll house, tell students in the foreign language to drive cars in certain directions, furnish a room in the house, etc.

5. FOURTH WEEK--OBJECTS

Teacher holds up an object and asks students what one does with it or asks them to describe it. Later they can describe it by touch, with their eyes closed.

Variant: Hold up several similar objects differing by one attribute, ask "What kind of X is that?"

6. FOURTH WEEK--OBJECTS

Student closes his eyes; another student hides something; the first student opens his eyes and looks for the object; other students give him clues.

7. FIFTH WEEK--OBJECTS

Teacher throws ball to someone and asks "What are you doing?" Answer: "I'm catching the ball." Teacher: "What am I doing?" Student: "You're throwing the ball." Teacher: "What is he doing?" Student: "He's catching the ball." Teacher: "What are you saying?" Student: "I'm saying he's catching the ball." Teacher: "With *that*." Student: "I'm saying that he's catching the ball." A drill adaptable to many linguistic patterns, especially variation in verbs, pronouns, and syntax.

(Stanley Werbow)

8. FIFTH WEEK--OBJECTS

Ask students to take objects from a bag or empty their purses or pockets and name the objects. Then ask them to do certain things with them, to describe them, or to say what one does with them.

9. ELEVENTH WEEK---OBJECTS

Teach article, possessive adjectives, cases and pronouns with objects of three different genders: that's his book, her book, the book, a book, he has my book, etc. Give students an opportunity to show recognition of the possessive adjectives: Is that *his* or *her* book (pointing)? Then let them answer w-questions: Whose book is that?

(Barbara Dorer)

10. SECOND SEMESTER--OBJECTS

Students dramatize or at least pantomime stories, perhaps folk tales familiar to all or stories class has read, with stuffed animals or puppets as actors.

11. SECOND SEMESTER--OBJECTS

Name the flavor. Bring small packages and bottles with spices, seasonings, various substances used in cooking. Give class list of the foreign language names of these things and have them look at and smell the things in order from the list. Later change the order and number the things separately and have students write the foreign language name by the number for each thing on the basis of its appearance and smell.

MATERIALS

PROPS

1. THIRD WEEK--PROPS

Calendar. Have students figure out on which day of the week holidays and birthdays fall this year, or in the year of the calendar.

2. FOURTH WEEK--PROPS

Using a foreign language menu, students pair up and take turns being a waiter and guest in a restaurant and ordering food and drink.

Variant: Teacher has students analyze menu: what is the cheapest main dish? what should I order if I'm very hungry and have only three marks?

3. FIFTH WEEK--PROPS

Timetable. Ask students when a train leaves a certain city for another certain city. Later ask them to plan the quickest, cheapest, or most comfortable train trip between two cities.

4. SIXTH WEEK--PROPS

Newspapers from various foreign cities. Post office. "Mailman" says "I have a newspaper from Berlin that's going to Lübeck." Some students have newspapers from foreign cities, some have signs with the names of these cities. When he says this, student with Berlin paper and student with Lübeck sign trade places and he tries to get one of their chairs.

(Schmidt)

5. SIXTH WEEK--PROPS

Map. Give students dittoed map with dots or numbers instead of names of cities, rivers, countries, etc., and have them list the names by number on a separate page or write them in by the dots or numbers. Once the map has names on it, give each student the name of two cities and have him draw a line between them on the map.

(Grobe, Schmidt)

6. TENTH WEEK--PROPS

Map. Write list of cities in target country on board. Show students the cities on the map, saying "Bremen liegt nordwestlich von München," etc. Then point at two cities again, say a student's name, and ask him to express their geographical relationship.

(Grobe)

7. TENTH WEEK--PROPS

Map. Teacher says where he is and gives students directions; they trace the route with pencils on the dittoed map and tell him where he's sent them and what they can do there (i.e., buy bread if it's a bakery).

8. TENTH WEEK--PROPS

Student fills out a form such as an application with the aid of the teacher, a paraprofessional, or another student asking him questions in the foreign language.

9. TENTH WEEK--PROPS

Maps. Teacher tells students several places he needs to go to and asks them in what street they are and where he should go first if he is leaving from a certain place.

Variant (after they've heard teacher give directions): He says where he is and where he wants to go and they direct him there; he asks for alternate route or shorter route. Could do this with own town.

10. FOURTEENTH WEEK--PROPS

Foreign language magazines. Assign students "research" to answer questions you've prepared or to find as many foreign language words as possible in a certain area, such as politics or entertainment, from these magazines. They should work in pairs.

11. FIFTEENTH WEEK--PROPS

Sign such as EXIT, ONE-WAY STREET, CLOSED. Point to a sign and ask a student what he should do or expect when he sees it. Signs need not be authentic but can be handwritten on large cards.

(Schmidt)

MATERIALS

CARDS

1. FIRST WEEK--CARDS

   Commands based on cards: give _____ the _____ (represented by card); put the _____ (card) under the _____ (card).

2. SECOND WEEK--CARDS

   Students are given cards with commands written on them and must carry them out.

   (Lee)

3. SECOND WEEK--CARDS

   Students match sentence cards or word cards with appropriate pictures; perhaps sentence/word cards could be given to half the class and picture cards matching these to the other half and students would find the appropriate matching card by showing their card and looking at others' cards.

   (Lee)

4. THIRD WEEK--CARDS

   Simulations, using cards to represent places or objects: e.g., restaurant simulation having people put cards instead of food on plate.

5. FIFTH WEEK--CARDS

   Commercial games: Bingo, Quartett (Old Maid) games, Lotto, Deutschlandreise, Mensch ärgere dich nicht, Password, Monopoly, Jeopardy, regular German and American card games. Can make your own, especially "quartet" (Old Maid) games, by collecting four pictures in a category from magazines. Cards are shuffled and dealt and each player can ask the player on his left for a card he needs to complete a set, drawing from the leftover cards if necessary.

6. SIXTH WEEK-CARDS

   Sentence formation. Give each student a card with a word on it. Direct the students into formation so that the cards they hold up form a sentence. Have another student read the sentence. Add an adverb at the beginning and direct students to move or form another sentence with students holding cards and insert a conjunction to form a compound sentence. By directing them to move to make necessary word order changes you will be demonstrating the process of such transformations. Or substitute a verb or preposition for

one in the original sentence and have a new noun or pronoun come up, to demonstrate case changes. Humor as well as clear breaks between sentences or clauses can be introduced by using wastebaskets, lecterns, purses, etc. as periods and commas. Later students can make their own sentences with the cards. Or teacher can say sentence and students can go into formation on their own.

Variants:
1. Make words with letter cards.
2. Ask students with letter cards to form opposite of a word just formed.
3. Ask students to form an adjective to go with a noun just formed, or vice versa.

(Lee)

7. TENTH WEEK--CARDS

Sentence formation. Give students cards with words on them. Those in the shape of arrows are verbs, those that are oval are nouns color-coded for case where the case differs from the nominative form. Deal out nouns, have them draw verbs. Prepositions could be squares, conjunctions diamonds. Each group of four students should have a complete deck of ten-twenty sentences worth of cards. They can add to each others' sentences. The group with the most sentences at the end of the allotted time wins.

(Kohl, Grobe)

8. TWELFTH WEEK--CARDS

Marketing. Students have picture cards representing food, one each. First student says "I went to the market and I bought some _____." Second student repeats the sentence adding the food pictured on his card. Each student repeats entire sentence and adds his item. Also with "I'm going to make a cake. I'll put in some..." and "I took a ride in my car and the door fell off, then..."

9. SECOND SEMESTER--CARDS

With words written on index cards or even wooden tongue depressors as cues, have students ask each other conversational or interview questions. Either have students take notes in pairs and be prepared to describe each other to the class or make it a chain-game in which the student keeps the card if he answered correctly and passes it to the left if he didn't, in which case the student with the most cards wins.

MATERIALS

PICTURES

1. FIRST WEEK--PICTURES

Show, draw on board, or hand out dittoed three or four large pictures, numbered. (Or students can draw them.) Describe the scene or action and have students identify the correct picture. Or simply say "What is that?" or "That's a _____, yes or no?"

Variant (to begin in fifth week or later): With several pictures, preferably differing by only one or two attributes, point at something and ask "What kind of _____ is that?"

Variant: Which is larger/happiest/bigger? Is #1 the same as #3? Which is different from the others? (Lee)

Variant: Pictures of minimal pairs such as *rope* and *robe*; students instructed to point to one of them, or teacher asks which is the rope, #1 or #2; or teacher points to one and asks "is this a rope?" (Lee)

Variant: Students match sentence cards or word cards to pictures. (Lee)

2. THIRD WEEK--PICTURES

Describe a person, command, thing, or scene and have students draw it and perhaps label it (stick figures and very rough sketches encouraged).

3. THIRD WEEK--PICTURES

Have students draw word families: a "year" is a line broken by seasons, the seasons in turn broken by months, with words written below; a "family" is a family tree with names for types of relatives written below; a "town" is several square buildings, labeled.

(Turid Sverre)

4. THIRD WEEK--PICTURES

Draw a house with several rooms on the board, ask students to "put the couch in the living room" and "move furniture" by erasing and redrawing its picture or name. Or have them sort pictures of furniture and objects into "rooms of a house," or do the same with doll furniture and a doll house.

(Betty Weber)

5. THIRD WEEK--PICTURES

Use food pictures cut from magazines pasted on cards to play restaurant or grocery store or have students sort them into "meals" or

use them as cues for the memory game "I went to my grandmother's house for dinner and I ate..." (in which all foods mentioned earlier are repeated as well as one's own contribution).

6. **TENTH WEEK--PICTURES**

Give students directions in the foreign language and have them sketch a map of how to get to the place with arrows and labels.

7. **FOURTEENTH WEEK--PICTURES**

Have one student draw a "word picture," such as a hand and a shoe for the German word *Handschuh*, and other students identify the word. This is particularly easy in German because of the many compound words.

(Schmidt)

8. **FOURTEENTH WEEK--PICTURES**

Cut out a cartoon, if possible a cartoon strip, for each student and have them write the dialog or a title or a sentence beneath each picture. Cartoons without words are best.

(Lee)

9. **FIFTEENTH WEEK--PICTURES**

Lay out pictures on a table or prop them in the chalk tray by the board to be an "art exhibit." They should have no titles, but rather numbers. Students name them and compare their list later with a list of the real titles. Then give them a vocabulary list and have them describe the pictures.

(Grobe, Schmidt)

10. **SECOND SEMESTER--PICTURES**

Ask a student to pose for the class and have each student describe him with several sentences (a word "picture"). Attention should be given to student's precise position as well as to his physical characteristics.

(Grobe)

11. **SECOND SEMESTER--PICTURES**

A student draws a picture from a large box full of pictures and begins a story based on something he sees in the picture. When he stops, the next student takes a picture and continues the story, incorporating something from the new picture in the story. The story continues until each student has contributed or all pictures are used.

(Schmidt)

12. SECOND SEMESTER--PICTURES

Which picture is mine? Students draw large sketches and write sentences describing them. Teacher numbers them and props them up; students read the sentences aloud. Each student writes the number of the picture and the name of the class member he believes to have drawn the picture.

(Schmidt)

13. SECOND SEMESTER--PICTURES

Ditto copies of a drawing with several items drawn wrong, as one sees in children's magazines, such as a chair with three legs, and have students write sentences describing each error.

(Grobe)

MATERIALS

STORIES

1. **THIRD WEEK--STORIES**

   Students pantomime a simple story as the teacher tells it or obey commands based on actions in story. For example, the teacher reads "Mr. Brown drinks his coffee." and commands students to drink coffee (they pantomime it). Later students can act out the story, speaking a few phrases where necessary for the plot, such as "Where's the key?"

2. **FOURTH WEEK--STORIES**

   Students choose main idea from multiple-choice list: first after reading *and* hearing story, a few weeks later after hearing it only.

3. **FIFTH WEEK--STORIES**

   Help students guess who the main characters are and what they will do in the story and what questions in their own minds they may expect to have answered at the end of the story, before reading it, on the basis of accompanying pictures, title, subtitle, marginal captions, running heads, etc.

4. **EIGHTH WEEK--STORIES**

   Students write down key words and phrases from story or underline them. Students read a paragraph, turn book over, write the key words and phrases they remember, and check their work.

5. **EIGHTH WEEK--STORIES**

   Data recall. Read the class a short informative text, telling them ahead of time that they will be asked to remember the major facts. Class will collectively contribute as many details as possible. Teacher notes them briefly on board and keeps prodding and if necessary rereading until major facts are recalled.

   (Grobe)

6. **NINTH WEEK--STORIES**

   List a number of stories students have read by title on the board. Read aloud a series of sentences chosen from various stories and have students place them in the correct story.

7. **TENTH WEEK--STORIES**

   For a story with dialog, where speakers are not all labeled, read a line, ask "Who's speaking?" and have students go through and identify one or more possible speakers of each part in the dialog.

Or if quotations are not inside quotation marks, have students pencil in the quotation marks.

(Janet K. Swaffar)

8. ELEVENTH WEEK--STORIES

After students are familiar with the perfect tense and with the past tense of major verbs have them go through a story and label the verbs as past, present, or future.

9. FOURTEENTH WEEK--STORIES

Have the students read a story and compose a title for it.

10. SECOND SEMESTER--STORIES

Give each student a slip of paper with a different foreign language joke, have them learn to tell it by the next day. Divide class in half, one half stays seated, the other half moves around in a circle, taking turns telling their joke to each of the students in the first half. Then the two halves exchange roles.

(Grobe)

11. SECOND SEMESTER--STORIES

Give students 8-10 common rhyming words, have them write poems using as many of the words as possible (min. 4 lines).

(Grobe)

12. SECOND SEMESTER--STORIES

Crime laboratory. Leave "clues" around classroom. Give students questions about the time and other circumstances of a hypothetical crime. Have them walk around the room, making notes that answer questions on their list but leaving the clues untouched. At end class discusses the crime.

(Grobe)

13. SECOND SEMESTER--STORIES

Have students adapt a suitable story for dramatic presentation, retaining all dialog and writing short narrative passages for a narrator to read where necessary.

14. SECOND SEMESTER--STORIES

Programmed syntax. Underline unusual or unfamiliar constructions in a story you're reading and have each student write a similar construction for each example. For example, student reads "If this be true" and writes "If that be the case."

(Grobe)

15. SECOND SEMESTER--STORIES

Stretch-me-out. First student gives a short and simple sentence, each student contributes one word or phrase to expand it. For example: The cat chased the rat. The fat cat chased the rat. The fat cat chased the rat in the attic. (Wagner)

Indirect discourse. An object is passed around the circle. The second student asks the first what it is, the third asks the second and is told that Jack says it's a hat, etc. (Lee)

16. SECOND SEMESTER--STORIES

Alibi. Class is told of a crime and that two people in the class are suspected; they were together, not near the scene of the crime, and thus have an alibi. They leave the room and make up the details of their alibi, return and are questioned by the class, who try to break down the alibi.

(Lee)

17. SECOND SEMESTER--STORIES

Perpetuum mobile. Together class tells a story, either one of which they know the plot or they make one up. The first student contributes a sentence, the second contributes a sentence logically following the first, etc. Or leader tells basic story but asks class to invent detail (what the character is wearing, where he is going, etc.) Or students interrupt his story to ask detailed questions.

(Wagner, Lee)

18. SECOND SEMESTER--STORIES

Told and retold. Four students leave the room, the class prepares to tell a brief story, one of the students returns and the class tells him the story, another returns and the first student tells him the story, the second tells the third the story, the third tells the fourth. At the end the class corrects any mistakes that may have arisen in the retellings.

OBJECTIVES

GETTING ACQUAINTED

1. **FIRST WEEK--GETTING ACQUAINTED**

   Students sit in a circle. Teacher says, "My name is X" and asks students what their names are; they are to answer with name only. Then teacher looks each student in turn in the eye and says his name. When teacher doesn't remember, he asks again. He then asks a student to recite names in order, with eye contact, as he did. Other students should supply their names if student pauses for a long time.

   (Inge McCoy)

2. **FOURTH WEEK--GETTING ACQUAINTED**

   For roll call, exchange greetings and ask one personal question of each student.

3. **EIGHTH WEEK--GETTING ACQUAINTED**

   Chain reaction. Teacher asks student a question, he answers and asks the next student the question.

   (Wagner)

4. **NINTH WEEK--GETTING ACQUAINTED**

   Each student in turn says where he likes to be: at home, at the lake, in a restaurant, etc. Then teacher and later perhaps students try to repeat where each student likes most to be. Can be done as response to question, "Where do you like most to be?"

   (Inge McCoy)

5. **TENTH WEEK--GETTING ACQUAINTED**

   Interviewer asks interviewee "Do you have a husband?" (pause for answer), "Do you have lots of time?" (pause for answer), "Do you have a TV set?" etc. Interviewer restates the set of answers to the group when the interview is completed as a description of the person. Can be done one-to-one or with group listening.

   (Inge McCoy)

6. **TENTH WEEK--GETTING ACQUAINTED**

   Students interview each other, knowing in advance they must describe the other to the group.

7. TWELFTH WEEK--GETTING ACQUAINTED

Each student describes himself with two or three adjectives (I'm small and nervous but happy, etc.). Teacher repeats description before next student describes himself (later next student describes preceding one before describing himself). Each could ask the following student, "And what sort of person are you?"

(Inge McCoy)

OBJECTIVES

SEQUENCE

1. **SIXTH WEEK--SEQUENCE**

   Students put into order scrambled events from a story they have read (later, from one they haven't read).

   Variant: *Logic.* Give students illogical sentences (It was so cold I put my bathing suit on and rushed down to the water) and have them correct them. (Grobe)

2. **SIXTH WEEK--SEQUENCE**

   Students design someone's daily schedule from time clues in a story they have read or from scrambled sentences.

3. **NINTH WEEK--SEQUENCE**

   From a list of places to which an imaginary person wants to go, plan a route that will take him there in a logical and energy-saving order (in a later week, introduce details such as deadlines that will complicate the planning). Use as basis either the school or college campus and near surroundings or maps. Could be a travel itinerary, with means of transportation and sights to see--preferably in German-speaking countries.

4. **TENTH WEEK--SEQUENCE**

   List everything in the story that happened in the past; then in the present; then in the future.

5. **TENTH WEEK--SEQUENCE**

   Read aloud to class one paragraph of a fairy tale each day. Have them draw a rough sketch of what they understand. Read paragraphs out of order. At the end have them cut and paste dittoed paragraphs into an order that will tell the story. This could be done with notes taken by the students as well as with drawings (key phrases or main words in the notes).

   (Betty Weber)

OBJECTIVES

TIME

1. **SECOND WEEK--TIME**

   Give each student materials for making a paper-plate clock, then have them set times you name on their individual clocks.

2. **THIRD WEEK--TIME**

   Recite time in five-minute intervals: 5 after 9, 10 after 9, quarter after 9, etc. Practice this in the various time-telling styles, though not all on the same day.

3. **THIRD WEEK--TIME**

   Tell students: "You're a clock: set your hands at 7:30 so someone facing you can tell the time."

   Variant: 12 students spaced out in circle represent hours, rest form short and long hands, student calls times and hands move to form them.

   (Stanley Werbow, Lee)

4. **THIRD WEEK--TIME**

   Ask the time frequently in class.

5. **THIRD WEEK--TIME**

   Command three students in a row: "Maria, laugh at 10:00. Daniel, sweep the floor at 10:30. Julie, eat a sandwich at 12:00." Set a paper-plate clock or draw a clock on the board set at one of these times and student will pantomime.

   (James J. Asher)

6. **FOURTH WEEK--TIME**

   Clock lotto. Boards are covered with clocks drawn at different times. Caller says time in the foreign language, sometimes using 24-hour clock, and student who has that time must repeat it in the foreign language to get the card from the caller and cover that square on his board. The student who first covers his whole board wins. Commercial game.

OBJECTIVES

ALPHABET/SPELLING

1. **FIRST WEEK--ALPHABET/SPELLING**

   Recite alphabet aloud in unison. Sing an alphabet song. Each student says one letter, going around in a circle.

2. **FOURTH WEEK--ALPHABET/SPELLING**

   Bingo, with one student as caller and the rest playing. Number Bingo or word Bingo. Use foreign language words at tops of columns instead of B-I-N-G-O, particularly those with letters that tend to cause problems (German I-E in S-P-I-E-L).

3. **FOURTH WEEK--ALPHABET/SPELLING**

   Have student spell their name for another student to write on the board, as well as other very familiar words.

4. **FOURTH WEEK--ALPHABET/SPELLING**

   Where am I? Have students draw seven boxes across and seven boxes down and label one row with certain letters and the other with certain numbers. Playing in pairs, they guess each other's position (A-1, K-7, etc.): "Are you in B-7?" If the guess is correct the other says "You guessed it." If not, "You didn't guess it." They take turns.

   (Janet Hildebrand)

5. **FOURTH WEEK--ALPHABET/SPELLING**

   Spelling guess. Student is sent out of the room, class agrees on a word and writes a blank on the board for each letter in the word. Student guesses letters in the word and as a correct letter is named it is written on the board in all its correct places.

   Variant: Write sentences on board with some letters missing from one word.

   (Carl Springer, Lee)

6. **FIFTH WEEK--ALPHABET/SPELLING**

   Send students to board. They write letters at your dictation to form a word, but your instructions are not in order, but rather by position ("write *e* left of *n*"). Thus they practice position words as well as letters. When the word is formed, they read it aloud. Group words dictated thus logically or humorously or by word families.

   (Janet K. Swaffar)

OBJECTIVES

PRONUNCIATION

1. **SECOND WEEK--PRONUNCIATION**

   Students identify whether two sounds or words are alike or different; whether the word is #1 on the board or #2; then they write or say the word. Many minimal pairs can be presented in sentences (I'd like to look at your back/book--same or different?). Instead of "same or different" one can ask whether a vowel is short or long. Stress and intonation can also be handled this way; to write sentences #1 and #2 on board, use capitalizing, underlining, numbering, or a visual representation of a line of words rising or falling. Pictures of minimal pairs can be shown and students asked whether teacher is pointing at the hut or the hat, saying the name of picture 1 or picture 2.

   (Lee, Janet K. Swaffar)

2. **SECOND WEEK--PRONUNCIATION**

   Students identify whether word is spoken with foreign language or American pronunciation.

3. **THIRD WEEK--PRONUNCIATION**

   A pronunciation bee, like a spelling bee. Students read words from books, handouts, transparency or board.

   (Grobe)

4. **TENTH WEEK--PRONUNCIATION**

   Play tapes of various Germanic languages and dialects; then have students identify the tape of High German.

5. **TENTH WEEK--PRONUNCIATION**

   Ditto a text, give yourself one copy per student and each student a copy, have each student read one paragraph and give him a copy with your corrections of his pronunciation.

   (Grobe)

6. **TWELFTH WEEK--PRONUNCIATION**

   Listen carefully. Teacher reads a story aloud. Students write down all words they hear that contain certain sounds indicated by teacher.

   (Dorry)

7. TWELFTH WEEK--PRONUNCIATION

Each student has a list of unfamiliar words. Each item in the list resembles this: 1. afraid - ago, consonant, correctly, hero. Student is to mark the word with the same accent and number of syllables as the first word.

(Dorry)

8. TWELFTH WEEK--PRONUNCIATION

Use minimal pairs (that are likely to give trouble) in contexts. For example, hat and hut: what do we sometimes wear on our heads? and do we wear a hut on our heads? do we live in a hat? what do some people live in? draw a hut (hat)! what's a hat? can you give me your hut? etc.

(Lee)

OBJECTIVES

NUMBERS

1. **FIRST WEEK--NUMBERS**

   Roll dice (two or more cubes), call numbers separately and then add them and call their sum.

2. **FIRST WEEK--NUMBERS**

   Number-recognition relay. Students take turns crossing out numbers 1-100 on board. Numbers could be in the form of clock times, weights and measures, dates, sums of money, telephone numbers, etc.

   (Dorry, Lee)

3. **SECOND WEEK--NUMBERS**

   Student claps or knocks on table, asks "how often," points at another student, who answers "three times", etc.

   (Lee)

4. **SECOND WEEK--NUMBERS**

   Students count buttons on their shirts or "count out" around a circle. Later they can count buttons or "count out" to practice negation (he loves me, he loves me not) or to practice ranges of adjectives (he loves me a little, somewhat, quite a bit, a lot).

5. **THIRD WEEK--NUMBERS**

   Count aloud in unison: by 2's, 5's, 10's, backwards.

6. **THIRD WEEK--NUMBERS**

   Sixty-second minute. Bring stopwatch, have students try to count from 1 to 60 in 60 seconds. The closest wins.

   (Grobe)

7. **THIRD WEEK--NUMBERS**

   Count by 1's, saying cockadoodledoo in the foreign language whenever you come to a number with 7 or a multiple of 7 in it.

8. **FOURTH WEEK--NUMBERS**

   Do math problems; later culturally accurate thought problems (liters used per 100 km., shopping prices, etc.) are better. Oral and written.

9. FOURTH WEEK--NUMBERS

Bingo, with one student as caller and others playing. Try Bingo with addition (instead of "11" say "6 + 5").

10. FOURTH WEEK--NUMBERS

Where am I? (see *Alphabet/spelling* #4)

11. FIFTH WEEK--NUMBERS

Students guess how many pennies (if possible use foreign currency) someone has, how tall someone is (if possible in meters), how long it takes someone to walk to his home from the university.

(Lee)

12. FIFTH WEEK--NUMBERS

Count real or play money. Assign realistic change-counting situations (simulated shopping, etc.). Or simply do it as a math problem.

13. FIFTH WEEK--NUMBERS

Talk in class about today's, tomorrow's, yesterday's date, holidays, each other's birthdays.

Birthday recall. Student writes day and month of birthday on a card. The teacher reads them aloud in turn and student says, "That is my birthday. My birthday is the xth of x." Then teacher goes through all cards again and students try to recognize birthday and write it down along with the classmate's name.

(Grobe)

14. SIXTH WEEK--NUMBERS

Students write down each other's addresses and phone numbers (in foreign language format, if different from American format).

15. EIGHTH WEEK--NUMBERS

For spelling, a number crossword puzzle.

(Janet Hildebrand)

16. TENTH WEEK--NUMBERS

Solve problems using a real or simplified foreign language train timetable.

TECHNIQUES

COMMANDS

1. FIRST WEEK--COMMANDS

Combine commands to teach students relaxation exercises, calisthenics, yoga, marching, or dance. (Maria Beck, Barbara Dorer, Janet Swaffar)

Variant: A student leaves the room, others hide something. When the first student returns, the others direct him to find the object thusly: walk forward six steps, now turn to the left and go up to Harry's desk, look under it. (Lee)

Variant: *Obstacle race.* With real objects or by means of drawing chalk lines, two students are given directions. (Lee)

2. FIRST WEEK--COMMANDS

Do something, describe either it or a different activity, ask class "right or wrong" (in the first few days, "yes or no?"). Or make a statement about the weather, who's in class, etc. Mix accurate and inaccurate descriptions. Or put it as a question (am I swimming? what am I doing? what did I do?) instead of a statement (I'm swimming. Yes or no?).

Variant: Give a student a command and ask the class whether he is doing it. He could be told to deliberately carry out some incorrectly.

3. FIRST WEEK--COMMANDS

Simon says. Student are "out" of game if they obey a command not preceded by "Simon says." Or they must ask leader "May I?"

Variant: Give a command and ask why the student can or cannot obey it, using "already" and "not yet." For example, to a seated student, "Sit down!" "I can't." "Why not? "I'm already sitting down." (Lee)

Variant: Into a group of positive commands teacher introduces negative commands (don't eat any apples, don't sit down) and students who carry out the negative commands are out of the game. (Lee)

4. FIRST WEEK--COMMANDS

Give a command and ask "Possible or impossible?" Mix possible and impossible ones. Later teach the construction "Can I...?" this way. Have students act out the possible ones. For example: "Lie down on the floor and rub your ear on the ceiling: possible or impossible?"

5. THIRD WEEK--COMMANDS

Give a general command (do something, move something, touch something, etc.), then direct it to a particular student, then state what he specifically does, either to him (you're sweeping the floor) or to the class (he's sweeping the floor). Or ask another student what the first student is doing.

6. THIRD WEEK--COMMANDS

Interaction commands.

1. Students stand in pairs, leader gives commands involving interaction (touch John's shoulder), all perform at once.
2. Give each student a card with a command , question, or sentence to be completed. They work in pairs.
3. *Tasks.* Each student has a different list of things to do (could be matched with their interests or abilities) such as "Write down the name of someone present with two brothers; find someone who will sing a foreign language song with you." All work at once.

7. THIRD WEEK--COMMANDS

Take an object such as a ball, ask class "What shall I do with the ball?" Students give teacher commands. Other student could take this role instead of teacher. (Truett Cates)

Variant: Leader asks "How many times shall I _____?" or "How (list of adverbs on the board to choose from) shall I _____?" (Lee)

8. FOURTH WEEK--COMMANDS

Pass it on. Teacher whispers command to first student, he passes it on in a whisper to the next, and so on; the last student must perform the action and the teacher reports whether the command was passed on accurately. The next time the first student gives a command and the teacher is last in line and must carry it out; the first student says whether the command was passed on accurately. (Lee)

9. FOURTH WEEK--COMMANDS

Take roll by giving each student a command to carry out or having him give you one. Or each student commands the next, in a chain reaction.

Variant: Six students before class, seated students take turns giving the six commands to be carried out quickly; whoever fails to respond correctly is replaced by the student who gave the command. (Lee)

Variant: Students stand in pairs, leader gives commands involving interaction, all perform at once. Or give each student a card with a command, question, or sentence to be completed; they work in pairs. (Lee)

10. **FIFTH WEEK--COMMANDS**

Combine commands as small-step instructions for a complicated task, such as making a phone call, driving a car, writing and mailing a letter, getting up and dressing. Example: open the car door, get in, sit down, take the key from your purse, etc. Sometimes let them figure out what the individual commands produced (move your hand to the left, down, to the right, up = square).

11. **FIFTH WEEK--COMMANDS**

Dictate to the class a letter or story telling what commands have been learned in class so far in the semester. Students should suggest some of the commands to include.

(Betty Weber)

12. **TWELFTH WEEK--COMMANDS**

Complicated commands, with conditional sentences: "Maria, bring Bill a plate with eggs on it. If he takes it, go back to your seat, but if he won't take it, bring it back to the table and take Bill a cup of coffee and a piece of bread." "Nan, brush your teeth. Sam, if Nan combed her hair, go to the corner, but if she brushed her teeth, sit down on the floor."

(James J. Asher)

13. **SECOND SEMESTER--COMMANDS**

Demonstrations/instructions. Each student chooses something he knows how to do well and with the aid of vocabulary provided by the teacher prepares a demonstration for the class.

(Lee)

TECHNIQUES

GUESSING

1. THIRD WEEK--GUESSING

Leader gives definition or clues to something, class guesses what it is and writes down guess, writes it on the board, or volunteers a guess. If a student is leader, he might be offered a list of possible words or a set of pictures representing them.

Variant: Class chooses something for 1-6 students who are out of the room to guess when they return or hides something for him/them to find. If something is hidden, the class can discuss where the guesser might look and what he might find.

Ways of handling guessing:

a. One statement at a time is made about a person, place, or thing being guessed, with a pause after each statement for guessing.
b. Guessers ask questions of those who know. For example:
   1. Questions that can be answered with yes or no.
      Variant: Student giving clues must include proper noun from category in question in his answer. For example: is it a city? no, it's not New York; yes, but it's not Austin. (Schmidt)
   2. Why do you like it, when do you like it, where do you like it? (Dorry)
   3. Guessers set a scene (it's raining in the forest, for example) and ask "what do you say?"; if the thing being guessed is a cat, for example, the answer might be "I don't like for my fur to get wet." (Schmidt)
   4. Who, what, when, where, why, how? (Lee)
   5. Guessers use adjectives from list on board (Is it a round object?)

What can be guessed:

a. Who/where/what am I? name, occupation
b. Who/what place/what am I thinking of? Where is the _____ hidden? Where am I going to put it?
c. What's in my pocket? (in the sack?); perhaps show possible objects first; perhaps cover them with newspaper and let students feel them.
d. To whom does it belong? Each student puts one object from his pocket or purse in a bag, then objects are drawn and students guess owners one at a time.
e. What's out of place? Student(s) leave(s) room, objects are put in strange places, student returns and guesses or figures out several items out of place.
f. Student in class could be described by teacher or another student; he is to say "it's me!" when he recognizes himself from the clues; or students could write brief autobiographical sketches and hand them in and the teacher could use the details

in them as clues for such a game. (Grobe)

g. Student chooses one of a long list of adverbs on the board, pantomimes or does something, and has class guess *how* he is doing what he is doing.

h. Student pantomimes something, others guess *what* he is doing; or he leaves the room, alone or with other students, and class guesses what he/they are doing; or teams prepare pantomimes for the other team to guess; or students take turns and the first to guess does his own pantomime next. (Lee)

2. TENTH WEEK--GUESSING

Read aloud sentences or paragraphs from stories or dialogs students are familiar with, ask where it is, who is speaking, what just happened.

TECHNIQUES

SIMULATING

1. THIRD WEEK--SIMULATING

   Label parts of the room with signs, using board as well. Then send students to these "cities" or "stores" and ask them where they are going, who's already there, what they can do there, etc.

2. FOURTH WEEK--SIMULATING

   Both students and teacher pantomime any actions in story that lend themselves to it. Teacher could read entire story while all or some of the students pantomime. People can take the parts of inanimate objects to some extent to increase the number of participants. The story could be the description of a simple action such as driving somewhere or phoning.

3. FOURTH WEEK--SIMULATING

   Restaurant. Four students are given menus and take turns giving orders for meals to the entire class, who are waiters and write down the orders. The correct orders are written on the board by the teacher so students can check their work. (Grobe) Or a full simulation with food pictures or artificial food, plastic dishes, etc. Table-setting instructions to practice position, direction. (Maria Beck)

4. TENTH WEEK--SIMULATING

   Supermarket. Ask how much, compare prices, weigh, put things in shopping basket.

   Small grocery store. Have proprietor get things from shelf for you, put them in your own shopping net or bag.

5. TENTH WEEK--SIMULATING

   Miscellaneous possible simulations. Job interview; planning a trip at travel agency; going somewhere in a car, on a bus, etc. and doing something when they get there; accepting an invitation and going to a party; buying a ticket and boarding a plane or train; buying food at a supermarket with play money and food and real shopping bags; getting up, going to bed; phone call; visitors; gas station; doctor; post office.

6. TENTH WEEK--SIMULATING

   Each student is given a card with the name of a kind of store. Cards with names of things one can buy at the various stores, one name per card, are mixed and laid out on one or several tables. Students choose appropriate cards and go to a corner of the room and "set up stores." A simulated buying game could follow. (Lee)

7. TWELFTH WEEK--SIMULATING

Department store. Have students bring "white elephants" and set them up in "departments" labeled with signs. Give them play money resembling the money of the foreign country (perhaps let them make it). Teach them standard phrases. Have them actually buy and sell these objects they no longer want with the money issued to them by the "bank" and then take them home to keep.

(Carton-Caprio)

8. FOURTEENTH WEEK--SIMULATING

Secretary. One student dictates a letter on a subject of genuine interest to him, to another student, who makes notes and then writes it out in foreign language standard letter form and presents it to his "boss" for approval. Then they exchange roles or change partners.

Variant: Each student writes a letter to a student in another class at the same or a higher level and receives an answer.

9. SECOND SEMESTER--SIMULATING

Reporter. Assign students to attend a free museum exhibit, movie, concert, dance, play or watch a TV show and report on it as a TV reviewer or in the form of a newspaper review.

(Grobe)

10. SECOND SEMESTER--SIMULATING

A bulletin board in the classroom serves as a newspaper; sections change as students contribute new items; teacher edits; some of the new items could be tape-recorded for a "radio program" and broadcast to the class or another class.

(Lee)

TECHNIQUES

CATEGORIZING

1. **FIRST WEEK--CATEGORIZING**

   Beginners match ten commonly used words such as *Kindergarten* with their English definitions. Could play as Bingo general information quiz (see game 7 below).

   (Schmidt, German Club)

2. **THIRD WEEK--CATEGORIZING**

   Gender. Tell students to look around the room and name all the things they see that have *die* as their article, *der, das.*

3. **FOURTH WEEK--CATEGORIZING**

   Give students the grammatical terms question, statement, and command and let them give you the correct label for each sentence you say.

   (Truett Cates; variant of the yes/no, possible/immpossible game)

4. **FOURTH WEEK--CATEGORIZING**

   Students make a list, either individually or in pairs or as a group (each contributing an item); either with or without a source to choose words from. Could be a picture or a word source. Could be in form of question chain drill (I'm going to Mexico during the vacation; where are you going?) or students could supply single words or phrases in response to questions from the teacher. Suggestions of categories in which students could make lists:

   1. Make a certain kind of statement about each of the items in a category. For example:
      a. If one is ill, one goes to the doctor. What does one do if one wants to be married?
      b. We use a refrigerator to keep food cool. What do we use to cook food?
      c. To draw a circle, one uses a pen and a compass. What does one use to take apart a radio?
      d. The doctor makes sick people well. What does the teacher do?
      e. Who works in a school? Who works in an office?
      f. Where does a salesman work? Where does a plumber work?
      g. What does one do in a post office?
      h. Where does one go if one wants to mail letters?
      i. Valentine's Day is February 14. When is Christmas?
      j. At Christmas we exchange gifts. What do we do on July 4?
      k. Valentine's Day is 45 days after New Year's Day. How many days after Halloween is Christmas?

l. When do we wear a bathing suit? Where do we wear an evening dress?
m. What do we do when it snows? is hot?
n. What could you do if you had a (radio, motorcycle, calendar, etc.)?

2. a. All terms for parts of and objects in the classroom.
b. All objects of a certain kind in a picture.

3. a. Their own daily or weekly schedule.
b. What they do when they get up in the morning (turn off alarm, wash eyes, etc.)

4. All the words in a story they are reading or a magazine they are reading that fit in a particular category (school, science, American politics, food, car parts).

5. Questions that could be asked in an interview of a certain kind.

6. a. All words in a reading passage that are necessary/unnecessary for a general understanding of the main point of the passage
b. All cognates or compound words in a reading passage
c. All time phrases and clues to time in a reading passage

7. a. Buildings
b. Parts of a house
c. Furniture that goes in various rooms
d. Stores
e. Machines
f. Tools

8. Personal data: streets students live on and days they came to live there, birth dates and places.

9. New Year's resolutions

10. Where can one go on a vacation/weekend? What can one do? Where have students gone and what have they done in the past? Where do they want to go tomorrow, next weekend, next vacation?

11. The year: seasons, months, days of week, times of day.

12. Parts of the body

13. Articles of clothing, perhaps classified by part of the body on which they are worn or by where one can wear them.

14. Means of transportation, by category: air, land, sea

15. What they would take to a desert island, in categories (food, drink, tools, entertainment, clothing, etc.)--set some limits on quantity or space. What they would pack in their suitcases if they were going to Germany.

16. a. Sports and games
b. Their favorite sports and games
c. Musical instruments, kinds of music
d. Their favorite kind of music; musical instruments they play

17. a. Food: meat, drinks, vegetables, etc.
b. Meals; what they like most to eat for each meal; what Germans might eat for each meal

18. Categories of relatives, perhaps in the form of a family tree, with names of own relatives written in. Teacher can have students name relationships from family tree drawn on board and labeled with German first names. For example: how are Karl and Lisa related?

19. All nouns/adverbs that can be used with a certain verb

20. All the places where one could look for something lost or hidden --either connected with a story or in the classroom; if in the classroom, could then tell students to look in listed places.
(Janet K. Swaffar, Lee)

21. a. Grocery list
b. Other shopping lists
c. Christmas or birthday wish list
(Could use mail-order catalog, if possible one in the foreign language.)

22. a. All the interests and hobbies of a character in a story they are reading.
b. Their own interests and hobbies

23. What students would do if they won one million dollars; one hundred dollars.

24. Jobs and professions

25. Geographical categories: cities, rivers, mountain ranges in Germany, countries where German is spoken, countries bordering on Germany.

5. SIXTH WEEK--CATEGORIZING

Omit one. Students are given a list of items such as this one: bottle, glass, cup, corner. Student marks out the one that doesn't belong.

(Dorry)

6. SIXTH WEEK--CATEGORIZING

Word Bingo. Give students 7 categories of words they've been working with, have them draw Bingo squares 7 down and 7 across and put the name of the category in the 7 squares across. They fill in the boxes under the name as quickly as possible. When time is up you read aloud a master list of words in the category and the first to have an entire row filled wins.

(Dorry)

7. TENTH WEEK--CATEGORIZING

General information quiz. Bingo with names, numbers, titles, symbols, etc. in squares and sentences describing these read aloud. Could have students study ditto with descriptions linked with name etc. before trying it as a game.

(Marilyn C. Emmons, *Accent on ACTFL*, November 1975)

8. TENTH WEEK--CATEGORIZING

Memory game. First student says "I'm going shopping today and I'm going to buy a _____." Succeeding students must repeat what's said before them as well as their own contribution to the list. If they fail to, they're out of the game.

Variants: "In my store I sell _____." "In a store you can buy _____." "They're loading the ship. With what? With _____." "For my birthday I would like _____."

(Lee)

9. TENTH WEEK--CATEGORIZING

Categories elimination drill. Put several related categories on board. Have students take turns supplying words for them, until each has a certain number of items.

(Grobe)

10. TWELFTH WEEK--CATEGORIZING

Give students terms such as dialog, anecdote, letter, report, recipe, etc., and have them classify the readings they've done so far in the semester.

11. THIRTEENTH WEEK--CATEGORIZING

Class votes for celebrities they'd like to meet. Teacher puts top five on board and class takes turns describing them by appearance, personality, or talent. Teacher might put possible adjectives on board.

Variant: Description of 5-12 zoo animals, conducted in similar fashion (students take turns contributing items to columns on board headed by name of animal). Then have 1 student pull each column together by making complete-sentence descriptions of the animal in that column. Could do occupations, etc. this way.

(Grobe)

12. FOURTEENTH WEEK--CATEGORIZING

Pigeons fly. List 50 nouns for animate objects and 12 verbs of motion. Leader makes statement such as "Pigeons crawl" and students reply "Yes, pigeons crawl," or "No, that's wrong. Pigeons fly." (whichever is true) (Grobe)

Easier variant: Who can swim? List of mixed live and inanimate objects. Students take turns stating "the dog can swim," "the rock can't swim," etc. (Schmidt)

13. FOURTEENTH WEEK--CATEGORIZING

Matching game. Give students two or three categories such as ugly/

pretty or weak/strong or friend/enemy and let them sort picture cards into categories. Discussion in pairs of the reasons for sorting the pictures thus could follow. A word list could be used instead of pictures, or word cards could be used.

(Kohl)

14. FOURTEENTH WEEK--CATEGORIZING

Association of ideas. Student says word; going around in chain students say word they're reminded of by previous word. They must be able to justify the logical association. They could preface it by the phrase "that reminds me of."

(Grobe. Lee)

TECHNIQUES

ASSOCIATING

1. FIRST WEEK--ASSOCIATING

   Student associate foreign language words with cognates, borrowed words (also, in context, work with "false friends" such as *also*). Leader gives students the foreign language word, they give the English cognate. Like a spelling bee, or as a brief interruption of another activity.

2. SECOND WEEK--ASSOCIATING

   Have students make a rough sketch representing the word or sentence spoken by the leader. Like a dictation or spelling bee. On board or at seats.

3. SIXTH WEEK--ASSOCIATING

   Word families. Dictate or write on board. Leader gives one member of the family and students give others, or gives meaning of one word and has students guess others.

4. SIXTH WEEK--ASSOCIATING

   Compound words. Leader dictates or writes on board, students guess some members of group.

   Special game: *Syllabic Overlap*. Friendship, shipyard, yardman, manhood, etc. Leader gives first word, students continue in chain.

5. SIXTH WEEK--ASSOCIATING

   Antonyms and opposites. Students supply antonyms or opposites of words given them as in a spelling bee.

   Variant: Students do instead of say the opposite.

   Variant: Student says a word and points to someone and he says the opposite. For this a list of opposites on the board might be helpful.

6. EIGHTH WEEK--ASSOCIATING

   Leader gives a word; students supply foreign language synonyms or other ways of saying it or a definition, as in a spelling bee.

   Variant: Leader gives students 2-3 words that can reasonably be compared and 2-3 adjectives appropriate for the comparison and asks for comparisons.

7. TWELFTH WEEK--ASSOCIATING

   Students read an appropriate story, go to the board and write down

from the story one cognate, one word that is part of a word family (with at least one other word of the family), one compound word, one word with its antonym, and one word or phrase with its synonym or another way of expressing it. An intensive reading activity.

GAMES, SIMULATIONS, AND GROUP ACTIVITIES IN THE FOREIGN-LANGUAGE CLASSROOM: A BRIEF ANNOTATED BIBLIOGRAPHY

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